

# MUSIC TARGETS

for Elementary Students (MU 1500-1560)



Practice Develops Confidence

This space is for the student's imagination

**CORE CURRICULUM**

**Learning Goals in the Fine Arts**

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To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.

## K-6 Music Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. Connecting is not charted developmentally and Singing and Playing have been given separate columns. If you find that your students are not performing at the indicated level, then review as many of the skills and related understandings contained in the levels above as necessary to bring them to grade level ability.

	SINGING	PLAYING	CREATING	LISTENING
<b>K</b>	Simple songs and singing games  Natural voice with clear diction	Basic beat w/body percussion  Basic beat w/ unpitched percussion	Create patterns for patting basic beat; e.g., sequence 4 body parts of children's choice and change every 8 beats; try changing every 4 beats; change body parts.  Sing two-note responses (so, mi) matching pitch & interval; e.g., teacher sings a question and the student response by improvising a so/mi answer to the question.	Respond to beat and rhythm. Respond to expressive qualities (loud/soft, fast/slow). Develop "inner hearing" (feeling) for beat. Respond to simple textural differences (many/few).
<b>1</b>	Folk and traditional songs  Pitch and interval skills	Strong and weak beats  Simple metric patterns	Create strong-beat/weak-beat percussion patterns; e.g., create a sequence of four phrases where the students clap on beat 1 and pat a body part on beats 2, 3 & 4; repeat the sequence; change the sequence.  Sing three-note response (so, mi, la) to match pitch & interval; e.g., teacher sings a question and the student response by improvising a so, mi, la answer to the question.	Recognize vocal timbres (familiar people). Respond to thematic or story music. Develop "inner hearing" (feeling) for beat. Identify sound sources (environment)
<b>2</b>	Echo or call and response songs  Supported sound alone or w/a group	Simple rhythmic ostinatos  Phrase length patterns	Introduce divided beat into a basic beat sequence; e.g., have children create a hand jive to a known song where the actions require a divided beat on count three:     □   pat, clap, pat-pat, clap.  Create call and response phrases matching pitch, interval and rhythm; e.g. have children create a standard call on a school theme: □ □     "What's your fav-rite sub-ject?"- have students improvise their answers in turn.	Respond to metric beat groupings. Echo/call and response patterns (rhythm and melody). Develop sensitivity in group performance. Identify instrumental tone color in family groups.
<b>3</b>	Variety of songs including multicultural  Melodic ostinatos, partner songs, rounds	Patterns in ensemble playing (linear)  Layered rhythmic patterns (vertical)	Play rhythm patterns of the students' creation; e.g., working with 4-beat patterns have each student create their own rhythm pattern; group four different patterns into a sequence; play the sequence using body percussion or unpitched percussion instruments; repeat the sequence; change the sequence.  Sing simple vocal ostinati to harmonically accompany a folk or traditional song; e.g., have students select a simple familiar song and create their own ostinato (guided creations, melody & lyrics) to harmonically accompany the song.	Respond to simple compositional forms (AB, ABA, ABACADA). Respond to the occurrence of chord changes. Identify specific instrumental tone colors. Expression of music mood changes.
<b>4</b>	Extended repertoire of styles and cultures  Countermelodies and descants	Melodic instruments introductions  Echo/call & response melodic phrases	Introduce the concept of rhythmic texture in body percussion or instrumental playing; e.g., have students create two separate 4-bar rhythm sequences in the same meter and play them together.  Introduce the concept of tonal center in vocal or instrumental melodies; e.g., have the students create a simple 8-bar melody (guided creation) that begins and ends on "do".	Recognize and respond to tonal center. Differentiate characteristics of band and orchestra instrumental sound. Identify contrasting and repeating musical phrases. Compare musical elements and tone colors from diverse cultures.
<b>5</b>	Differentiate chest and head voice  Control phrasing and articulation	Simple harmonic instruments (autoharp)  Accompaniment of solo or group singing	Introduce theme and variation in vocal or instrumental music; e.g., have students begin with a familiar song in which they select a phrase or cadence from which they will create a variation of the melody, rhythm, meter, or lyrics.  Create simple accompaniment for a familiar folk or traditional song; e.g., select a familiar 2-chord song and create accompaniment rhythm patterns on any harmonic/melodic instruments the students have been working with in class; try playing 2 different instruments together such as recorder & auto harp; try adding one or a few unpitched percussion instruments for texture.	Identify the elements that create texture/harmony. Identify theme and variation. Identify specific metric patterns (time signatures). Identify different vocal timbres/range.
<b>6</b>	Qualities of major and minor modes  Parallel harmony in 2 or 3 part songs	Playing of 3 or more chord accompaniments  Singing and playing at the same time	Introduce the musical concept of style and the elements that generate stylistic differences; e.g., take a known song and make a new arrangement of the song (folk to rock), changing the beat, accents, tempo, and other expressive qualities of the music.  Create a simple accompaniment for a familiar three-chord folk song; e.g., create rhythm/strum patterns, riffs, interludes or improvisations to create interest and musical individuality.	Identify chordal/textural harmonies (monophonic, homophonic, polyphonic). Identify the elements of style. Identify major and minor tonalities. Identify the elements of compositional genre (opera, symphony, musical theatre, etc.).

## Elementary (K-6) Music Core Curriculum Overview

The Utah State Music Core divides the goals of music education into four elementary music standards: singing, playing, creating, and listening. The standards organize the curriculum into manageable units and guide the student through rich experiences in making and appreciating music. Each standard is divided into objectives, with appropriate indicators within each objective. The elementary music core also includes portfolio documents formatted into learning targets under each standard to facilitate student progress and encourage parental, teacher, and peer support.

### Elementary Music Standards

#### Standard One: Singing

The student will develop the voice and body as instruments of musical expression.

This standard provides students with ability to recognize and take satisfaction in good singing. Activities include exploring the potential of the human voice to make sounds, using body movement to internalize sounds, and discovering how songs and singing games reveal history and ways of thinking. Developing an understanding of the historical and cultural context of the music being studied fosters unity with, and understanding of, one's family, classmates, school, community, and various cultural traditions.

#### Standard Two: Playing

The student will play instruments as a means of musical expression. Learning how to read music notation and evaluate the development of one's own playing skills accompanies this study. As is the case with singing, successfully playing a musical instrument nurtures self-discipline, cooperating, sensitivity, attentiveness, responsibility, and the joy of self-expression.

#### Standard Three: Creating

The student will create music through improvising, arranging, and composing. Involvement in the creative process is collaborative. The making of something new enables students to absorb the enthusiasm and joy of imagining, improvising, problem solving, synthesizing, decision-making, evaluating, and refining. Activities include experimentation with timbres, dynamics, temp, melodic and rhythmic patterns, textures, forms, and styles. Explorations include communicating aesthetically, relating the creative/experimental process in music to other fields, and representing musical sounds through notation.

#### Standard Four: Listening

The student will listen to, analyze, and describe music. Activities include learning how to evaluate quality while creating and performing music, finding personal meaning/purpose in various music selections, and the opportunity to become intimately acquainted with the nature and use of the music elements. Familiarity and understanding of these elements enables students to recognize how they are used in music to create meaning and communicate ideas and feelings about life. Students will gain familiarity with the musical works of many great composers and folk musicians. Students will gain understanding of how music affects an environment; how it relates to science, art, theatre, dance, mathematics, health, humanities, and the media; and how it provides a means for enriching and responding to life.



Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Kindergarten Music Targets



= Work in Progress



= Competency Achieved

### **SINGING and PLAYING**

**Students will use the body, voice, and instruments as means of musical expression.**



Sing a variety of simple songs and singing games.



Sing with a natural voice while using good diction.



Perform basic beat activities using body percussion.



Extend the performance of basic beat into the use of simple unpitched percussion instruments.

### **LISTENING**

**Students will analyze, and describe music elements and personal music skills, enjoyment.**



Use the body to respond to the elements of beat and rhythm in songs and listening selections.



Use the body to respond to various expressive qualities of music (loud/soft, fast/slow, stop/start).



Play simple “inner hearing” games that reinforce beat and rhythm in familiar songs.



Identify and respond to textural changes (many/few, instrumental/voice) in recorded music.

### **EXPLORING and CREATING**

**Students will explore sounds and create musical expressions.**



Explore vocal sounds that differentiate between speaking, shouting, singing, and whispering.



Create vocal sound effects to accompany the reading of stories, dramatizations, or movement.



Explore the effects of changing tempo and/or dynamics on familiar body percussion and unpitched percussion patterns.



Create a simple sequence of icons to represent the beats in a simple verse or song.

### **CONNECTING**

**Students will connect music to personal growth, joy of living, traditions, culture and history.**



Share with the class your favorite song or singing game.



Share with the class your favorite place to go when you want to be alone listening to music.



Tell about your favorite holiday and what song you like to sing most on that holiday.



Choose a song that you might sing to a sad friend to make him or her happy.

## Student, Parent and Teacher Resources for Kindergarten

*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, analytical thinking, and connecting with other subjects they are learning.*

### Suggestions for Singing and Playing

Please consider other music that has relevance to your particular students' interests and learning.

America Best of Friends Bingo Bluebird Bought Me a Cat Muzzy Bee Bye Low Baby-O Circle Round the Zero Clap Clap Your Hands Down Came a Lady Eensy Weensy Spider Engine Engine #9 Goin to the Zoo Go Tell Aunt Rhody Here We Are Together	Here We Go Round the Mulberry Bush Hickory Dickory Hot Cross Buns Humpty Dumpty Hush Little Baby If You're Happy and You Know It Jingle Bells Johnny Get Your Hair Cut Little Red Caboose London Bridge is Falling Morning Sun Naughty Kitty Cat Old Gray Cat Old MacDonald Oliver Twist	Over My Head Peanut Butter and Jelly Peas Porridge Pop Goes the Weasel Rain Rain Ring Around the Rosy See Saw Teddy Bear The Farmer in the Dell The Muffin Man The Three Bear's Jive Twinkle, Twinkle Little Star Wheels on the Bus
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### Suggestions for Listening and Connecting

Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.

<u>Song Title</u> My Head and My Shoulders Singing Doll Bluebells (Doraji) Let's Go to the Sea Baby Chicks (Los pollitos) My Puppy (Mi perrito) Lost My Gold Ring Little Crab Lullaby	<u>Culture</u> Zulu Taiwan Korea Guatemala Puerto Rico Mexico Jamaica Japan Mexico	Rimsky-Korsakov: Flight of the Bumblebee Saint-Saens: Carnival of the Animals Vivaldi: Four Seasons <u>Spring</u> : Movement 1, "Allegro" <u>Summer</u> : Movement 2, "Adagio/Presto" <u>Autumn</u> : Movement 1, "Allegro" <u>Winter</u> : Movement 2, "Largo" Kabelevsky: Galop Brahms: Lullaby
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For more resources visit the Utah State Office of Education Fine Arts Web Page  
<http://www.usoe.k12.ut.us/curr/fineart>

**Key: Students**

= Work in Progress



=Competency Achieved

**Teachers**Mtns = 13  
11 = Stars**Students' Final Results**

Mountains



Stars

**SINGING and PLAYING**

Students will use the body, voice, and instruments as means of musical expression.



Sing a variety of simple songs and singing games.



Sing with a natural voice while using good diction.



Perform basic beat activities using body percussion.



Extend the performance of basic beat into the use of simple unpitched percussion instruments.

**LISTENING**

Students will analyze, and describe music elements and personal music skills, enjoyment.



Use the body to respond to the elements of beat and rhythm in songs and listening selections.



Use the body to respond to various expressive qualities of music (loud/soft, fast/slow, stop/start).



Play simple "inner hearing" games that reinforce beat and rhythm in familiar songs.



Identify and respond to textural changes (many/few, instrumental/voice) in recorded music.

**EXPLORING and CREATING**

Students will explore sounds and create musical expressions.



Explore vocal sounds that differentiate between speaking, shouting, singing, and whispering.



Create vocal sound effects to accompany the reading of stories, dramatizations, or movement.



Explore the effects of changing tempo and/or dynamics on familiar body percussion and unpitched percussion patterns.



Create a simple sequence of icons to represent the beats in a simple verse or song.

**CONNECTING**

Students will connect music to personal growth, joy of living, traditions, culture and history.



Share with the class your favorite song or singing game.



Share with the class your favorite place to go when you want to be alone listening to music.



Tell about your favorite holiday and what song you like to sing most on that holiday.



Choose a song that you might sing to a sad friend to make him or her happy.







Student \_\_\_\_\_ Teacher \_\_\_\_\_

## First Grade Music Targets



= Work in Progress



= Competency Achieved

<b>SINGING and PLAYING</b> <b>Students will use the body, voice, and instruments as means of musical expression.</b>	<b>LISTENING</b> <b>Students will analyze, and describe music elements and personal music skills, enjoyment.</b>
<div><input type="checkbox"/> Sing a variety of folk and traditional songs.</div> <div><input type="checkbox"/> Develop accurate pitch and interval skills in a variety of keys and meters.</div> <div><input type="checkbox"/> Differentiate between strong and weak beats while playing body or instrumental percussion.</div> <div><input type="checkbox"/> Repeat simple metric patterns (in duple meters) to accompany songs.</div>	<div><input type="checkbox"/> Identify the different vocal timbres of a child's world (male, female, children's voices)</div> <div><input type="checkbox"/> Use the body to respond to or dramatize music that tells a story or represents a particular theme.</div> <div><input type="checkbox"/> Play "inner hearing" games that focus on retention of beat, rhythm, and melody in familiar songs.</div> <div><input type="checkbox"/> Identify sound sources (verbally use movement) as being either instrumental or environmental.</div>
<b>EXPLORING and CREATING</b> <b>Students will explore sounds and create musical expressions.</b>	<b>CONNECTING</b> <b>Students will connect music to personal growth, joy of living, traditions, culture and history.</b>
<div><input type="checkbox"/> Imitate environmental sounds using consonant repetition w/pitch and interval differentiation (tick-tock, prrrr, zip zap zoop)</div> <div><input type="checkbox"/> Create song introductions and interludes using vocal sounds/creations.</div> <div><input type="checkbox"/> Create body percussion or instrumental patterns in a variety of simple metric groupings.</div> <div><input type="checkbox"/> Create iconic patterns to represent beat and/or rhythm groupings in different meters.</div>	<div><input type="checkbox"/> Tell about the songs or instruments that other members of your family use to make music.</div> <div><input type="checkbox"/> Choose a favorite song to start your school day that might be good for the whole class to sing.</div> <div><input type="checkbox"/> Share a favorite song so singing game that you might teach to friends out on the play ground.</div> <div><input type="checkbox"/> Share with the class your favorite "whistle while you work" song.</div>

## Student, Parent, and Teacher Resources for First Grade Music

*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytical, and connecting with other subjects they are learning.*

<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
All Night, All Day Angel Band Bee Bee Bumblebees Bingo Bobby Shaftoe Buzzy Bee Charlie Over the Ocean Chicka-Hanka Clap Your Hands Clickety Clickety Clack Cuckoo, Cuckoo Doggie, Doggie El Coqui Engine, Engine # 9 Five Little Frogs Grinding Corn He's Got the Whole World in His Hands Hey, Hey Look at Me	Hot Cross Buns Hush Little Baby Join into the Game Johnny Works With One Hammer Kagome Lemonade Little Liza Jane Little Tommy Tinker Looby Loo Love Somebody Lucy Locket Naughty Kitty Cat Noble Duke of York Punchinella Purim Song Rain on the Rooftops Rain, Rain Go Away Row, Row, Row Your Boat	Six Little Ducks Skip to My Lou Starlight, Star Bright The Farmer in the Dell This Little Light Of Mine Three Blind Mice Up on the Housetop We Are Dancing in the Forest When the Train Comes Along You Gotta Sing






<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.		
<b><u>Song</u></b> Firefly Al Citron Obwisana Turkey Game Pony Trot The Serpent Oh, Cedar Tree Russian Slumber Song Let's Go to Adana	<b><u>Culture</u></b> Japan Latin America Ghana Chile China Mexico Lummi Indian Russian Turkey	Anderson: Syncopated Clock Trumpeter's Lullaby and/or Bugler's Holiday  Tchaikovsky: Nutcracker Suite Haydn: Surprise Symphony (No. 94) Movement 2, Andante" Kodaly: Vennese Musical Clock Debussy: Golliwog's Cakewalk

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## First Grade







## Teacher Edition

<b>Key: Students</b>  = Work in Progress  = Competency Achieved	<b>Teachers</b> Mtns =  = Stars	<b>Students' Final Results</b>  Mountains  Stars
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**SINGING and PLAYING**

Students will use the body, voice, and instruments as means of musical expression.

-  Sing a variety of folk and traditional songs.
-  Develop accurate pitch and interval skills in a variety of keys and meters.
-  Differentiate between strong and weak beats while playing body or instrumental percussion.
-  Repeat simple metric patterns (in duple meters) to accompany songs.





**LISTENING**

Students will analyze, and describe music elements and personal music skills, enjoyment.

-  Identify the different vocal timbres of a child's world (male, female, children's voices)
-  Use the body to respond to or dramatize music that tells a story or represents a particular theme.
-  Play "inner hearing" games that focus on retention of beat, rhythm, and melody in familiar songs.
-  Identify sound sources (verbally use movement) as being either instrumental or environmental.





**EXPLORING and CREATING**

Students will explore sounds and create musical expressions.

-  Imitate environmental sounds using consonant repetition w/pitch and interval differentiation (tick-tock, prrrr, zip zap zoop)
-  Create song introductions and interludes using vocal sounds/creations.
-  Create body percussion or instrumental patterns in a variety of simple metric groupings.
-  Create iconic patterns to represent beat and/or rhythm groupings in different meters.

**CONNECTING**

Students will connect music to personal growth, joy of living, traditions, culture and history.

-  Tell about the songs or instruments that other members of your family use to make music.
-  Choose a favorite song to start your school day that might be good for the whole class to sing.
-  Share a favorite song so singing game that you might teach to friends out on the play ground.
-  Share with the class your favorite "whistle while you work" song.





Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Second Grade Music Targets



= Work in Progress



= Competency Achieved

### SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.



Sing a variety of songs including call and response songs.



Utilize diaphragm support to become a confident singer (both alone and in a group).



Play rhythmic patterns and simple ostinatos using pitched or unpitched percussion.



Combine short metric patterns into longer phrase length patterns using pitched or unpitched percussion.

### LISTENING

Students will analyze, and describe music elements and personal music skills and enjoyment.



Develop sensitivity and awareness of “working together” by mirroring slow improvised movements done by a neighbor in response to a listening selection.



Develop sensitivity and awareness of “working together” by mirroring slow improvised movements done by a neighbor in response to a listening selection.



Perform (body percussion or instrumental) metric patterns discovered in listening selections.



Perform echo or call and response patterns (vocally or instrumentally).



Discriminate between the tonal characteristics of traditional instrumental groups.

### EXPLORING and CREATING

Students will explore sounds and create musical expressions.



Explore nonsense words and/or rhyming words in metric groupings and patterns.



Create vocal ostinatos and word groupings to accompany songs, stories, dances, dramatizations.



Improvise different combinations of “beat” and “divided beat” to create a variety of simple rhythmic patterns.



Create simple rhythmic sequences using an iconic or traditional music symbol notation system.

### CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.



Tell about the kind of music you would listen to if you spent fun music time at home.



Share a favorite song or singing game your family might sing if they were going on a family trip “over the river and through the woods”.



Share what songs and singing games you would do if you had friends come over to the house for a birthday party.



Share a “sad day song” or a “happy day song” that you might teach a friend if they were having a sad day.

## Student, Parent, and Teacher Resources for Second Grade Music

*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.*

<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
Alabama Girl America Are You Sleeping Bobby Shafto Bought Me a Cat Bounce High, Bounce Low Bow Wow Wow Che Che Koolay Circus Parade Come Sailin' With Me Donne-Moi La Main Everyone's Welcome Go Will and Safely God Bless the USA Great Big House	Here Comes the Bluebird He's Got the Whole World in His Hands Hot Cross Buns How Good and Joyous If All the Raindrops I Wrote a Letter Jim Along Josie Kee Chee Knock the Cymbals Lemonade Let There Be Peace On Earth Let Us Chase the Squirrel Lullaby My Jamie Michael Row the Boat Ashore Miss White Had a Fright	My Bonnie Lies Over the Ocean My Farm My Mama's Calling Me Old Brass Wagon Old Dan Tucker Paw Paw Patch Pease Porridge Hot Puff the Magic Dragon Rabbit Footprints Rain Rain Rhythm Telephone Game Rocky Mountains Shake Them Simmons Down Skip To My Lou Yankee Doodle Zudio

<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.		
<u>Songs</u> Silver Moon Boat Hear the Rooster Crowing Rabbit Abiyoyo Counting Song Sunset My Twenty Pennies Chippewa Lullaby	<u>Culture</u> China Israel Japan Africa Mexico Native American Venezuela Native American	Grofe: Grand Canyon Suite Prokofiev: Peter and the Wolf Rossini: Barber of Seville, "Overture" Williams: Raiders of the Lost Ark, "Main Theme" Bernstein: Divertimento for Orchestra, "Turkey Trot" Stavinsky: Firebird Suite, "Berceuse" Villa Lobos: Little Train of the Caipira Rodgers: The King And I, "March of the Siamese Children"

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Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Third Grade Music Targets



= Work in Progress



= Competency Achieved

<b>SINGING and PLAYING</b> <b>Students will use the body, voice, and instruments as means of musical expression.</b>	<b>LISTENING</b> <b>Students will analyze, and describe music elements and personal music skills, enjoyment.</b>
<div><input type="checkbox"/> Sing a variety of songs including multicultural songs.</div> <div><input type="checkbox"/> Sing simple harmonies using melodic ostinatos, partner songs, and rounds.</div> <div><input type="checkbox"/> Play extended patterns in small or large ensemble groups.</div> <div><input type="checkbox"/> Layer rhythmic patterns in simple meters to create textural accompaniments.</div>	<div><input type="checkbox"/> Identify and respond to different “form” patterns (AB, ABA, ABACADA) in sung or recorded music.</div> <div><input type="checkbox"/> Identify and respond to harmonic chord changes in familiar songs and music selections.</div> <div><input type="checkbox"/> Distinguish and categorize (family groups) different timbres within traditional band and orchestra instruments.</div> <div><input type="checkbox"/> Respond to shifts in mood created by the manipulation of various musical elements (dynamics, tempo, tone color, texture, etc).</div>
<b>EXPLORING and CREATING</b> <b>Students will explore sounds and create musical expressions.</b>	<b>CONNECTING</b> <b>Students will connect music to personal growth, joy of living, traditions, culture and history.</b>
<div><input type="checkbox"/> Explore changes in vocal timbre, tempo, and dynamics that alter the meaning of word groupings. (What were you doing over the weekend?)</div> <div><input type="checkbox"/> Create new verses to familiar songs retaining the metric patterns of the original song but featuring events or topics from the lives of the students.</div> <div><input type="checkbox"/> Explore the creation of more complex rhythmic phrases by layering or sequencing short rhythmic patterns.</div> <div><input type="checkbox"/> Explore the use of music symbols to group simple rhythm patterns into “measured” sequences of various metric lengths.</div>	<div><input type="checkbox"/> Share a favorite Native American or Hispanic song or singing game with your class. If you don’t know one, see if you can find someone in your neighborhood to teach one to you to share.</div> <div><input type="checkbox"/> Share a favorite jump rope chant, hand jive chant, or other favorite play ground rhyme with your class.</div> <div><input type="checkbox"/> Tell your class which instrument you would most like to learn to play (or already play) and how you would go about learning to play that instrument.</div> <div><input type="checkbox"/> Describe a trip you might take with your family where you could go and learn a new song or a new dance to bring home and share with your class.</div>

## Student, Parent, and Teacher Resources for Third Grade Music

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<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
Alabama Gal All Night All Day Ambos A Dos America A Ram Sam Sam A Tisket, A Tasket Bow Belinda Brother John But the Cat Came Back Chicken on the Fence Post Coffee Grows on White Oak Trees Deep in the Heart of Texas Dinah	Don Gato Down In the Valley Follow the Drinking Gourd Four White Horses Great Big House Hill n' Gully Home on the Range I Know an Old Lady Little Liza Jane Michael Row the Boat Ashore Morning Bells My Home's in Montana Oh, What a Beautiful Morning	Oh, Won't You Sit Down Paw Paw Patch Polly Wooly Doodle Rock-a My Soul Sandy Land Scotland's Burning Skip To My Lou Star Spangled Banner Take Me Out to the Ball Game This Land is Your Land Yankee Doodle






<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities ; e.g. lullabies, music that tells stories, marches, and dances.		
<u>Songs</u> Home From School The Jasmine Flower Now Sleep, Little Fellow (Domite, ninito) Let's Go to the Sea (Vamos a la mar) We Come to Greet You in Peace (Hevenu Shalom Aleichem) Sailboat in the Sky The Tiny Boat Whaka Poi (Canoe Dance) De Colores La Raspa Breezes Are Blowing (Luiseno) H'Atira (Pawnee)	<u>Culture</u> China China El Salvador Guatemala Hebrew Korea Latin America New Zealand Mexico Mexico Native American Native American	Beethoven: Fur Elise Delibes: Coppelia, "Waltz of the Doll" Prokofiev: The Love for Three Oranges, "March" Mozart: Concerto #2 for Horn and Orchestra, Movement 3, "Rondo" Saint-Saens: Carnival of the Animals, "The Swan" Grieg: Norwegian Dance No. 2 Grieg: Peer Bynt Suite, "In the Hall of the Mountain King"

















For resources visit the Utah State Office of Education Fine Arts Web Page  
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## Third Grade



## Teacher Edition

<b>Key: Students</b>  = Work in Progress  = Competency Achieved	<b>Teachers</b> Mtns =  = Stars	<b>Students' Final Results</b>  Mountains  Stars
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<b>SINGING and PLAYING</b> <b>Students will use the body, voice, and instruments as means of musical expression.</b>	<b>LISTENING</b> <b>Students will analyze, and describe music elements and personal music skills, enjoyment.</b>
 Sing a variety of songs including multicultural songs.  Sing simple harmonies using melodic ostinatos, partner songs, and rounds.  Play extended patterns in small or large ensemble groups.  Layer rhythmic patterns in simple meters to create textural accompaniments.	 Identify and respond to different “form” patterns (AB, ABA, ABACADA) in sung or recorded music.  Identify and respond to harmonic chord changes in familiar songs and music selections.  Distinguish and categorize (family groups) different timbres within traditional band and orchestra instruments.  Respond to shifts in mood created by the manipulation of various musical elements (dynamics, tempo, tone color, texture, etc).
<b>EXPLORING and CREATING</b> <b>Students will explore sounds and create musical expressions.</b>	<b>CONNECTING</b> <b>Students will connect music to personal growth, joy of living, traditions, culture and history.</b>
 Explore changes in vocal timbre, tempo, and dynamics that alter the meaning of word groupings. (What were you doing over the weekend?)  Create new verses to familiar songs retaining the metric patterns of the original song but featuring events or topics from the lives of the students.  Explore the creation of more complex rhythmic phrases by layering or sequencing short rhythmic patterns.  Explore the use of music symbols to group simple rhythm patterns into “measured” sequences of various metric lengths.	 Share a favorite Native American or Hispanic song or singing game with your class. If you don’t know one, see if you can find someone in your neighborhood to teach one to you to share.  Share a favorite jump rope chant, hand jive chant, or other favorite play ground rhyme with your class.  Tell your class which instrument you would most like to learn to play (or already play) and how you would go about learning to play that instrument.  Describe a trip you might take with your family where you could go and learn a new song or a new dance to bring home and share with your class.





Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Fourth Grade Music Targets



= Work in Progress



= Competency Achieved

<h3>SINGING and PLAYING</h3> <p>Students will use the body, voice, and instruments as means of musical expression.</p>	<h3>LISTENING</h3> <p>Students will analyze, and describe music elements and personal music skills and enjoyment.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Sing a varied repertoire of songs from diverse styles and cultures.</li> <li><input type="checkbox"/> Sing in harmony by performing counter melodies and descants.</li> <li><input type="checkbox"/> Reinforce beat and rhythmic accuracy while learning to play recorder or similar melodic instrument.</li> <li><input type="checkbox"/> Echo short melodic phrases or perform question/answer responses with melodic or percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and respond to the element of “tonal center” in familiar songs and listening selections.</li> <li><input type="checkbox"/> Analyze and describe the differences between band and orchestra instruments.</li> <li><input type="checkbox"/> Identify and respond to the element of contrasting and repeating musical phrases.</li> <li><input type="checkbox"/> Analyze and describe the musical elements from diverse cultures.</li> </ul>
<h3>EXPLORING and CREATING</h3> <p>Students will explore sounds and create musical expressions.</p>	<h3>CONNECTING</h3> <p>Students will connect music to personal growth, joy of living, traditions, culture and history.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvise melodic sequences with “skat” syllables used as introductions or interludes in songs and chants (do-be, do-be, doooooo).</li> <li><input type="checkbox"/> Create new versions of familiar songs using rhyming words and “skat” syllables to tell a new story or present a new theme.</li> <li><input type="checkbox"/> Improvise short melodic phrases on the recorder or other melodic instrument.</li> <li><input type="checkbox"/> Explore the process of notating short passages, both rhythmic and melodic, of familiar songs together on a music staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Share a song the pioneers might have sung as they walked across the country to Utah.</li> <li><input type="checkbox"/> Discuss how music and dance might have been enjoyed by pioneers around the camp fire at the end of a long day crossing the \ plains.</li> <li><input type="checkbox"/> Describe how music might have been part of a funeral hastily prepared by the pioneers as they moved across the mountains to Utah.</li> <li><input type="checkbox"/> Tell how you would use music if you were preparing a program or celebration today in honor of the pioneers who came to Utah so long ago.</li> </ul>

## Student, Parent, and Teacher Resources for Fourth Grade Music

*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.*

<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.			
Above the Plain Alabama Gal All Night, All Day Amazing Grace America America, the Beautiful At the Hop Ballad of the Boll Weevil Battle Hymn of the Republic Big Rock Candy Mountain Canoe Song Chumbara Cindy Clap Your Hands Clementine	Cuckoo Dona Nobis Pacem Do Re Mi Dry Bones Fiddle-Dee-Dee For Health and Strength Get On Board Git Along, Little Dogies Give My Regards to Broadway God Bless America Going to Boston Grandfather's Clock Hey Ho! Nobody Home Hop Up My Ladies (Uncle Joe) I Love the Mountains I'm Gonna Sing I've Been Working on the RR Kookaburra	La Cucaracha Land of the Silver Birch Let's Catch a Rooster Little Liza Jane Lovely Evening Make New Friends Music Alone Shall Live Now Let Me Fly/Ezekiel Saw the Wheel Oh Dear, What Can the Matter Be? Oh, Susanna Oh, What a Beautiful Mornin' Old Dan Tucker Old Joe Clark Old Texas She'll Be Comin' 'Round the Mtn	Shoo Fly Side by Side Soldier, Soldier Streets of Laredo The Foolish Frog The Handcart Song This Land is Your Land Utah, We Love Thee Weevily Wheat White Coral bells Who, Haw, Buck and Jerry Boy Why Shouldn't My Goose? Yankee Doodle Boy You're a Grand Old Flag Zip-A-Dee-Doo-Dah

<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities; e.g. lullabies, music tell stories, marches, and dances.		
<u>Songs</u> Feng Yang Song Leron, Leron The Tortilla Vendor Onchimbo Shri Ram, Jai Ram Hear the Rooster Crowing Sakura Bluebells Cielito Lindo Stars of the Heavens The Returning Hunte	<u>Culture</u> China Philippines Chile Kenya India Israel Japan Korea Mexico Mexico Eskimo	Copland: Rodeo ("Hoedown, Buckaroo Holiday, Saturday Night Waltz, and Corral Nocturne") Bizet: L'Arlesienne Suite No. 1, "Overture" Handel: Royal Fireworks Music, "Minuet II" Handel: Water Music (Suite in D Major HWV 349), "Hornpipe" Mozart: Symphony de Fanfares, "Variations on Ah, Dirai-je Maman" Willson : The Music Man (consider additional music from other Broadway musicals.) Mouret: Rondeau  <u>Examples of Songs in AB Form:</u> Oh Susanna, Old Dan Tucker, Cuckoo <u>Examples of Songs in ABA Form:</u> This Land is Your Land; Shoo Fly; Soldier, Soldier

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Key: Students



Work in Progress



Competency Achieved

Teachers

Mtns = 13  
11 = Stars

Students' Final Results



Mountains



Stars

## SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.



Sing a varied repertoire of songs from diverse styles and cultures.



Sing in harmony by performing counter melodies and descants.



Reinforce beat and rhythmic accuracy while learning to play recorder or similar melodic instrument.



Echo short melodic phrases or perform question/answer responses with melodic or percussion instruments.

## LISTENING

Students will analyze, and describe music elements and personal music skills and enjoyment.



Recognize and respond to the element of "tonal center" in familiar songs and listening selections.



Analyze and describe the differences between band and orchestra instruments.



Identify and respond to the element of contrasting and repeating musical phrases.



Analyze and describe the musical elements from diverse cultures.

## EXPLORING and CREATING

Students will explore sounds and create musical expressions.



Improvise melodic sequences with "skat" syllables used as introductions or interludes in songs and chants (do-be, do-be, doooooo).



Create new versions of familiar songs using rhyming words and "skat" syllables to tell a new story or present a new theme.



Improvise short melodic phrases on the recorder or other melodic instrument.



Explore the process of notating short passages, both rhythmic and melodic, of familiar songs together on a music staff.

## CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.



Share a song the pioneers might have sung as they walked across the country to Utah.



Discuss how music and dance might have been enjoyed by pioneers around the camp fire at the end of a long day crossing the plains.



Describe how music might have been part of a funeral hastily prepared by the pioneers as they moved across the mountains to Utah.



Tell how you would use music if you were preparing a program or celebration today in honor of the pioneers who came to Utah so long ago.







Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Fifth Grade Music Targets



= Work in Progress



= Competency Achieved

### SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.



Sing confidently in a broad vocal range differentiating between chest voice and head voice.



Sing using appropriate phrasing and articulation of vowels, consonants, and diphthongs.



Play simple accompaniments on autoharp or similar harmonic instrument.



Demonstrate the ability to accompany the singing of others whether in a group or as a solo.

### LISTENING

Students will analyze, and describe music elements and personal music skills and enjoyment.



Identify the elements within various musical selections that create variety in texture and harmony.



Identify the compositional elements of theme and variation within a variety of musical selections.



Identify and respond to the element of contrasting and repeating musical phrases.



Identify the respond (singing or playing) to common metric patterns (time signatures) of 2/4, 4/4,  $\frac{3}{4}$ , and 6/8.

### EXPLORING and CREATING

Students will explore sounds and create musical expressions.



Explore the singing of familiar songs with altered meter and/or rhythmic phrasing.



Create a simple melody to accompany a familiar poem, chant, or jump rope rhyme.



Explore variations of “rhythmic strumming” on harmonic instruments in a variety of meters.



Create a simple chord diagram to accompany a familiar or composed song.

### CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.



Select a favorite American patriotic song to teach or share with your class.



Visit the library to find a song from the Revolutionary War era or the Civil War era that might still be sung and enjoyed today.



Describe how music might have been performed by your ancestors as they came across the ocean on ships (Pilgrim ships or maybe slave ships).



Plan a musical celebration of songs and dances that would be appropriate for a patriotic celebration in your school.

## Student, Parent, and Teacher Resources for Fifth Grade Music

*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.*

<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
All the Pretty Little Horses Amazing Grace America America, the Beautiful Angels We Have Heard on High Battle Cry of Freedom Battle Hymn of the Republic Camptown Races Casey Jones Deck the Halls De Colores Dixie Doktor Eisenbart Down By the Riverside Erie Canal Fifty Nifty United States	For the Beauty of the Earth Freedom Get on Board God Bless America God Bless the USA Harmony Home on the Range Hoosen Johnny I Love the Mountains Keep in the Middle of the Road Kum Ba Yah Lift Every Voice and Sing My Home's in Montana Oh Susanna Old Abram Brown	Shenandoah Shoo Fly Shortnin' Bread Simple Gifts Soldier, Soldier Streets of Laredo Star Spangled Banner Swing Low, Sweet Chariot The Derby Ram The "John B" Sails This Land is Your Land Tzena, Tzena Wabash Cannonball Waltzing Matilda When Johnny Comes Marching Home

<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.		
<u>Songs</u> Ye Jaliya Da El condor pasa Regupati Ragava Raja Ram Everybody Loves Saturday Night Zuni Sunrise Call Garden of the Earth Tumba Laredo Banuwa Crescent Moon Suliram Arirang	<u>Culture</u> West Africa Andean Hindu Ghana Zuni Russia Palestine Mexico Liberia China Indonesia Korea	Copland: Appalachian Spring and Fanfare for the Common Man Britten: Young Person's Guide to the Orchestra and Ceremony of Carols, "Balulalow" Foster: Selected Songs – "Beautiful Dreamer", "Nelly Bly", "Some Folks Do", "Camptown Races" (Robert Shaw has a wonderful recording of these that demonstrates SATB voices) Prokofiev: Classical Symphony, "Gavotte" Desmond: Take Five (Brubeck Quartet) Bach: Minuet in G (Anna Magdalena) Sousa: Stars and Stripes Forever Gershwin: Rhapsody in Blue Gould: American Salute Joplin: Maple Leaf Rag

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**Key: Students**

Work in Progress



Competency Achieved

**Teachers**Mtns =  $\frac{13}{11}$  = Stars**Students' Final Results**

Mountains



Stars

**SINGING and PLAYING**

Students will use the body, voice, and instruments as means of musical expression.



Sing confidently in a broad vocal range differentiating between chest voice and head voice.



Sing using appropriate phrasing and articulation of vowels, consonants, and diphthongs.



Play simple accompaniments on autoharp or similar harmonic instrument.



Demonstrate the ability to accompany the singing of others whether in a group or as a solo.

**LISTENING**

Students will analyze, and describe music elements and personal music skills and enjoyment.



Identify the elements within various musical selections that create variety in texture and harmony.



Identify the compositional elements of theme and variation within a variety of musical selections.



Identify and respond to the element of contrasting and repeating musical phrases.



Identify the respond (singing or playing) to common metric patterns (time signatures) of 2/4, 4/4, 3/4, and 6/8.

**EXPLORING and CREATING**

Students will explore sounds and create musical expressions.



Explore the singing of familiar songs with altered meter and/or rhythmic phrasing.



Create a simple melody to accompany a familiar poem, chant, or jump rope rhyme.



Explore variations of "rhythmic strumming" on harmonic instruments in a variety of meters.



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**CONNECTING**

Students will connect music to personal growth, joy of living, traditions, culture and history.



Select a favorite American patriotic song to teach or share with your class.



Visit the library to find a song from the Revolutionary War era or the Civil War era that might still be sung and enjoyed today.



Describe how music might have been performed by your ancestors as they came across the ocean on ships (Pilgrim ships or maybe slave ships).



Plan a musical celebration of songs and dances that would be appropriate for a patriotic celebration in your school.





Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Sixth Grade Music Targets



= Work in Progress



= Competency Achieved

### SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.



Sing a variety of songs in both major and minor keys with sensitivity to the expressive qualities within the music.



Sing 2 or 3 part harmonies by adding parallel thirds, and sixths.



Play simple 3 chord accompaniments (I, VI, V7) on an autoharp, ukelele, guitar, or similar harmonic instrument.



Demonstrate the ability to sing and play together of simple folk and traditional songs in the keys of C, D, F, and G.

### LISTENING

Students will analyze, and describe music elements and personal music skills and enjoyment.



Differentiate between chordal and textural harmonies (monophonic, homophonic, polyphonic).



Identify and describe the differences in musical elements that produce variations in musical style.



Distinguish between major and minor modes in familiar songs and listening selections.



Identify and describe the manipulation of musical elements that produce different kinds of musical compositions (opera, ballet, symphony, oratorio, musical theatre).

### EXPLORING and CREATING

Students will explore sounds and create musical expressions.



Improvise simple melodies that retain tonal center, metric and harmonic consistency.



Compose an original song using lyrics from a current experience, idea, or feeling, accompanied by a simple melodic line.



Explore the use of percussion and melodic instruments together to create a textural accompaniment for a familiar song.



Create a notated score for an original or familiar song.

### CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.



Learn a song from some other country of the world that you can share with your class.



Describe how music is sung, played, or performed in the country from which your ancestor came.



Plan a musical celebration representative of a favorite holiday from another country.



Plan a musical celebration of songs and dances that would take your school audience on a visit to several countries/cultures from around the world.

## Student, Parent, and Teacher Resources for Sixth Grade Music

*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.*

<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
America America, the Beautiful Are You Sleeping? Battle Hymn of the Republic Catch a Falling Star Danny Boy Deep in the Heart of Texas Do Lord Dona Dona ( <u>Jewish</u> ) Dona Nobis Pacem Down the Ohio Eres Tu Go, My Son ( <u>Native American</u> )	Good King Wenceslas Hava Nagila ( <u>Jewish</u> ) If I Had a Hammer I Got Rhythm Jamaica Farewell Little Wheel A-Turnin' Love in Any Language Kum Ba Yah ( <u>Africa</u> ) Michael Row the Boat Ashore Music Alone Shall Live Now is the Month of Maying Now Let Me Fly Old Abram Brown Old Joe Clark	Rock-a My Soul Scarborough Fair Siyahamba ( <u>Zulu</u> ) Sometimes I Feel Like a Motherless Child Star Spangled Banner Suliram ( <u>Indonesia</u> ) Swing Low, Sweet Chariot The Water is Wide Vive L'Amor When the Saints Go Marching In Wraggle Taggle Gypsies ( <u>England</u> ) Yesterday Yibane Amenu ( <u>Israel</u> )

Suggestions for Listening and Connecting		
Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.		
<u>Songs</u>	<u>Culture</u>	
A Boat on the Lake	China	<u>Examples of Folk Song:</u> Simple Gifts, The Water is Wide
The Cowpoke	Mexico	<u>Example of Gospel Song:</u> Rock-a My Soul
Las Mananitas	Mexico	<u>Example of Popular Song:</u> Lean on Me
Asadoya	Okinawa	<u>Example of Jazz Song:</u> I Got Rhythm
El Capotin	Puerto Rico	<u>Example of Minor Song:</u> Joshua Fought the Battle of Jericho
Minka	Russia	<u>Example of Big Band:</u> Miller: <i>In The Mood</i>
Song of the Water	Venezuela	<u>Examples of Opera:</u>
Hold ‘em Joe	West Indies	Rossini: <i>Barber of Seville</i> , “Largo al Factotum”
Leavin’ for Chile	Chile	Bizet: <i>Carmen</i> , “Habanera,” “Toreador’s Song”
		Mozart: <i>Marriage of Figaro</i> , “Voi Che Sapete”
		<u>Examples of Symphony:</u>
		Haydn: <i>Surprise Symphony</i> (#94), Movement I
		Mozart: <i>Symphony No. 40</i> , Movement I
		<u>Examples of Ballet:</u> Review <i>Nutcracker</i> , <i>Firebird</i> , <i>Rodeo</i>
		<u>Example of Oratorio:</u> Handel: <i>Messiah</i> , “Hallelujah Chorus”
		<u>Example of Choral:</u> Bach: <i>Jesu, Joy of Man’s Desiring</i>
		<u>Example of Concerto:</u> Vivaldi: <i>The Seasons</i> (review)
		Gershwin: <i>Piano Concerto in F</i> , Movement III
		<u>Example of Musical:</u> Bernstein: <i>West Side Story</i> ,
		Review 4th grade selections
		<u>Example of Overture:</u> Brahms: <i>Academic Festival Overture</i>
		Mozart: <i>Marriage of Figaro Overture</i>

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**Key: Students**

Work in Progress



Competency Achieved

**Teachers**

Mtns = 13  
11 = Stars

**Students' Final Results**

Mountains



Stars

**SINGING and PLAYING**

Students will use the body, voice, and instruments as means of musical expression.



Sing a variety of songs in both major and minor keys with sensitivity to the expressive qualities within the music.



Sing 2 or 3 part harmonies by adding parallel thirds, and sixths.



Play simple 3 chord accompaniments (I, VI, V7) on an autoharp, ukelele, guitar, or similar harmonic instrument.



Demonstrate the ability to sing and play together of simple folk and traditional songs in the keys of C, D, F, and G.

**LISTENING**

Students will analyze, and describe music elements and personal music skills and enjoyment.



Differentiate between chordal and textural harmonies (monophonic, homophonic, polyphonic).



Identify and describe the differences in musical elements that produce variations in musical style.



Distinguish between major and minor modes in familiar songs and listening selections.



Identify and describe the manipulation of musical elements that produce different kinds of musical compositions (opera, ballet, symphony, oratorio, musical theatre).

**EXPLORING and CREATING**

Students will explore sounds and create musical expressions.



Improvise simple melodies that retain tonal center, metric and harmonic consistency.



Compose an original song using lyrics from a current experience, idea, or feeling, accompanied by a simple melodic line.



Explore the use of percussion and melodic instruments together to create a textural accompaniment for a familiar song.



Create a notated score for an original or familiar song.

**CONNECTING**

Students will connect music to personal growth, joy of living, traditions, culture and history.



Learn a song from some other country of the world that you can share with your class.



Describe how music is sung, played, or performed in the country from which your ancestor came.



Plan a musical celebration representative of a favorite holiday from another country.



Plan a musical celebration of songs and dances that would take your school audience on a visit to several countries/cultures from around the world.

